

SURVEY/EVALUATION OF COMMUNITY TRAINING ACTIVITIES

Action: (OPEI/PAID)

25X1A

OBJECTIVES: If the Community is to meet its challenges within resource constraints, we must improve the quality of our human resources and our substantive, technical, and management expertise. To this end, the Community must:

--identify the resources (men, material, money and facilities) being dedicated to education and training and assure that they are being wisely spent;

--determine whether the present needs for education and training are being met and define our future requirements;

--assure that education and training are of uniformly high quality throughout the Community;

--establish and maintain an optimum balance between training in substantive areas and training for management;

--seek opportunities to consolidate training for the Community in recognized centers of training excellence; and

--seek and employ measures for evaluating the results of training in terms of change in employee attitudes, skills, knowledge, and on-the-job performance; and assure that the acquired knowledge and skills are being used well by the Community and are related to the career development of intelligence personnel.

ACTION: OPEI/PAID will conduct a study (see attached plan) to survey and evaluate the management and use of intelligence training and education activities. All activities will be surveyed, but with concentration on the Defense Intelligence School, National Cryptological School, and CIA's training activities. In addition to a report on the study's findings and recommendations, an executive agent will be identified to compile the descriptive material on courses and activities in a catalogue for Community-wide use.

MILESTONES: The following are the milestones in the project:

--schedule and receive a series of briefings by school administrators and agency training offices to obtain a rapid overview of programs and to ascertain what types of data can be and should be provided in the data calls. 23 January to 6 February.

--identify and establish points of contact in agencies and schools, during briefings.

--brief Presearch on objectives and revise existing contract as necessary. By February 6.

--define and issue data calls on schools and agencies. By 13 February.

--receive data and information by mid-May.

--begin analysis during latter half of May.

--complete first draft by mid-June.

--coordinate report (comments) from schools and agencies during latter half of June.

--prepare final draft in early July.

--promulgate report and its recommendations by end of July.

STUDY PLAN
for
SURVEY AND EVALUATION
of
COMMUNITY TRAINING ACTIVITIES

Introduction

The Community faces a problem of meeting its consumers' needs for increasingly sophisticated products, on an expanding number of issues, with manpower resources that have been declining or, at best, remaining stable. The broad range of advanced collection systems and the abundance of data and information that they are providing also challenge the Community's ability to manage the systems and to process and use the information that is made available.

If the Community is to deal effectively with these challenges within resource constraints, we must improve the quality of our human resources and our substantive, technical, and management expertise. To this end, the Community must:

- o identify the resources (men, material, money and facilities) being dedicated to education and training and assure that they are being wisely spent;
- o determine whether the present needs for education and training are being met and define our future requirements;
- o assure that education and training are of uniformly high quality throughout the Community;
- o establish and maintain an optimum balance between training in substantive areas and training for management;
- o seek opportunities to consolidate training for the Community in recognized centers of training excellence;
- o seek and employ measures for evaluating the results of training in terms of change in employee attitudes, skills, knowledge, and on-the-job performance; and assure that the acquired knowledge and skills are being used well by the Community and are related to the career development of intelligence personnel.

Objectives

This study will survey and evaluate the management and use of intelligence training and education activities, with the following general objectives:

- o inventory and describe Community education and training activities and define their scope, cost and effectiveness;

- o determine how Community agencies define and meet their education and training requirements (present and future) and assess the effectiveness of the approaches;
- o review the success of present consolidated training programs provided as services of common concern and determine if additional opportunities for such consolidation recommend themselves.

Approach

STAT This study will be done by an OPEI/PAID analyst, possibly with the contractual support of [] (using the approximately [] which has been committed by OPEI/PAID but not applied). The materials for analysis will be obtained by data calls on each agency and school. Although agency representatives will be employed as points of contact and to help define and obtain the data requested, they will not perform the review and evaluation. The agencies and schools will be given an early opportunity to review and comment on the study's findings.

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Scope

The scope of this first Community-wide review of education and training activities will be broad, but with more detailed attention given to selected agencies' and schools' activities. The study, for example, will not include a review of military service intelligence training activities where officers and men are taught basic intelligence skills. (These are Program Eight activities and an examination of them at this time would probably be viewed as an infringement on Service line authority.) However, each agency, including military intelligence elements will be asked to provide data and information on its policies, requirements, trends in providing education and training, and how it uses the enhanced human resources after training. Each school and each agency will be asked to provide data and information on the content of its education/training offerings, capacity, student throughput, facilities, and costs. The review and evaluation undertaken in the study, however, will concentrate on the Defense Intelligence School, National Cryptological School, and the training activities of the

Central Intelligence Agency. Although data will be included on Community language training, the review, evaluation, and recommendations in this area will be left to the NFIB's Ad Hoc Task Force on Linguistic Problems, which will address these problems concurrently and in parallel with this review.

Products

The findings and recommendations of the survey and evaluation will be incorporated in the IC Staff report to be completed by July 1978. In addition, the descriptive material on the training programs, courses, and activities will be compiled and disseminated to the Community as a catalogue of Community education and training opportunities. Early in the process an attempt will be made to identify one of the agencies as executive agent for compiling and publishing the catalogue, updating it for annual publication, and issuing periodic newsletters on education/training developments within the Community.

Indicators/Measures

A variety of indicators and measures suggest themselves for such a review. They include, but are not limited to:

- o isolation of courses which appear to be duplicative in content for in-depth evaluation of the extent and desirability of duplication;
- o identification of courses and facilities that are operating well below capacity;
- o courses whose length appears to be too short or too long;
- o comparison of requirements (requests) for training with training opportunities that the agencies can offer;
- o analysis of proportional distribution of student training (mandays) between substantive and management training;
- o degree of interagency participation;
- o cost per student day as a function of facility, type of training, length of training and class size;

- o comparative profiles of instructional staffs;
- o comparative distribution within agencies of internal/external, government/private, full/part-time and training provided by components in addition to that provided by Training Office (but excluding on-job-training);
- o relation of total agency education/training budget to functions performed;
- o degree to which course content is agency-particular rather than Community-wide; and
- o demonstrable relationship to career development "ladders."

Milestones

The following are the milestones in the project:

- o Schedule and receive a series of briefings by school administrators and agency training offices to obtain a rapid overview of programs and to ascertain what types of data can be and should be provided in the data calls. 23 January to 6 February.
- o Identify and establish points of contact in agencies and schools, during briefings.
- o Brief Presearch on objectives and revise existing contract as necessary. By February 6.
- o Define and issue data calls on schools and agencies. By 13 February.
- o Receive data and information by mid-May.
- o Begin analysis during latter half of May.
- o Complete first draft by mid-June.
- o Coordinate report (comments) from schools and agencies during latter half of June.
- o Prepare final draft in early July.
- o Promulgate report and its recommendations by end of July.

Data Calls

There will probably be two (or three) data calls: to the schools to obtain descriptive data on their course offerings and data on student throughput, facilities, faculty, costs, etc.; and to each agency to obtain data and information on policies, budgets, number trained and use of those trained.

School Data/Information

Each intelligence school or training activity will be asked to provide the following information for each course:

- o Course title
- o Objective
- o Description
- o Eligibility
- o Prerequisites
- o Administrative Data
 - Location
 - Point of Contact
 - Method of Instruction
 - Length of Course
 - Number of Courses per Year
 - Size of Class

These data elements will be the raw material for the course catalogue. In addition, they will be asked to provide data on the school and on each course patterned after the draft data call at Tab A. Before this data call is levied, it will be refined on the basis of the briefings by the schools and agencies to assure their ability to respond.

Agency Data Call

Each intelligence agency, including military intelligence elements, will be asked to provide the following types of information and data:

- o How the agency defines its requirements (process) and its present and future requirements.
- o Trend data for the past three fiscal years on budgets, costs, number of people trained.
- o How the agency evaluates the effectiveness of training (process) and the problems perceived.
- o Data on the use that has been made by the agency of people who have returned from various types of training.
- o Numbers of people trained (past three years) by type of training
 - in-house
 - external
 - other government agencies
 - Universities
 - other intelligence agencies
 - senior service schools
 - substantive, fiscal, management, technical, operations, etc.
- o Number of requests over the past three years for training from within the agency by type--any shortfalls and why.

OPEI NEAR- AND MID-TERM ANALYSIS EFFORT

30 April 1978 - Spring Review

- 25X1
- - Status of new radar program in development process
 - Policy alternatives and program implications for monitoring a Comprehensive Test Ban Treaty

30 June 1978 - Summer Program Review

- Alternative policies and programs for SIGINT
- Alternatives for imagery collection and dissemination
- Production resource trends vs. PRC(I) long-term interest priorities
- Review of Intelligence Community training activities
- Analysis of Intelligence Community manpower issues - (anticipates several issues, such as requests for additional manpower, distribution of manpower among collection, processing, production, etc.; will choose one or two in May)

Other

- Mission analysis of Indications & Warning
- Development of recommendations and program plans to solve Intelligence Community linguistic problems

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TO	NAME AND ADDRESS	DATE	INITIALS
1			
2		1/17	
3	DD/OPEI	1/26	QHZ
4	D/OPEI	1/23	RM
5			
6			

ACTION	DIRECT REPLY	PREPARE REPLY
APPROVAL	DISPATCH	RECOMMENDATION
COMMENT	FILE	RETURN
CONCURRENCE	INFORMATION	SIGNATURE

Remarks:

Attached is my proposed study plan for my review/evaluation by Community training activities. Your comments will be appreciated.

Looks Good -
 Emphasis should be
 given to : 1) Training of analysts
 2) Initial entry training - to
 journeyman level
 L1

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